

Our Lady's School

A Catholic School in the Jesuit Tradition



North Campus (Grades 3–8) · 650 24th Street, San Diego, CA 92102
Fr. Brown Campus (Grades TK–2) · 744 Beardsley Street, San Diego, CA 92113
School Office: (619) 233-8888 ·

Website: www.olssd.org

Accredited by the Western Association of Schools and Colleges (WASC)
and the Western Catholic Educational Association (WCEA)

*Take, Lord, and receive all my liberty,
my memory, my understanding,
and my entire will,
all I have and call my own.
You have given all to me.
To you, Lord, I return it.
Everything is yours; do with it what you will.
Give me only your love and your grace,
that is enough for me.*

— St. Ignatius of Loyola, Founder, Society of Jesus (Jesuits)
The Spiritual Exercises, #234

Our Lady of Guadalupe, pray for us.
Nuestra Señora de Guadalupe, ruega por nosotros.



Seal of the Society of Jesus (Jesuits)

A Welcome from Our Pastor

Dear Families,

Welcome to Our Lady's School. Whether your family has belonged to this community for generations or you are joining us for the first time, you are welcome here, and we are glad you have come.

Our Lady's School is rooted in the soil of Barrio Logan and in the faith of Our Lady of Guadalupe Parish. For more than a century, families here have entrusted their children to this school, and the school has answered that trust by forming not only good students but good people — young women and men who know they are loved by God and called to serve others.

We carry on this work in the tradition of St. Ignatius of Loyola and the Society of Jesus, who taught that God can be found in all things — in the classroom and on the playground, in study and in prayer, in joy and in difficulty. We ask only that you walk this road with us: pray with your children, bring them to Mass, and allow us to accompany your family in faith.

You and your children are in my prayers. The doors of the parish and school are always open to you. May Our Lady of Guadalupe, patroness of our parish and of the Americas, watch over your family this year and always.

In Christ,

Fr. Scott Santarosa, S.J.

Pastor, Our Lady of Guadalupe Parish

A Welcome from the Principal

Dear Families,

Welcome to Our Lady's School. I am honored to serve your children and grateful that you have chosen our school.

You, the parents, are the first and most important teachers of your children, and everything we do here is a partnership with you. Together we care for the whole child — mind, body, and spirit — in the Ignatian tradition of *cura personalis*, care for the whole person. We hold high expectations for both academics and character, because every child deserves both.

This handbook is your guide. It explains how our two campuses work, what we expect, and how to reach us with a question or concern. Please read it, keep it close at hand, and sign the agreement at the back — the more you know about how our school works, the smoother your year will be.

My door is always open. When something is going well, I want to hear it; when something is not, I want to hear that too — and the sooner, the better. Thank you for being our partners in this good work.

Warmly,

Mrs. Judy Ziment

OLS President/Principal

About This Handbook

How to Use This Handbook

This handbook answers the questions families ask most — about our mission and faith, our school day, academics, health and safety, conduct, technology, and how to reach us.

For details that change year to year — the calendar, tuition and fees, lunch service, and staff directory — see the school website at olssd.org. Keeping those on the website lets us update them quickly and keeps this handbook accurate.

This Handbook Is Not a Contract

It is a guide to the policies, expectations, and practices of Our Lady's School. The school, in consultation with the Pastor, may add to, change, or waive any policy at any time. When we make a substantive change, we will notify families.

Enrolling your child at OLS and marking the Handbook Acknowledgment check-box on the school's electronic student information system means your family has received, read, and agreed to follow this handbook.

Revision Notice

This handbook supersedes all prior versions.

QUICK REFERENCE

Our Lady's School

The information families reach for most — at a glance.

PHONE	OFFICE HOURS	EMAIL	WEBSITE
(619) 233-8888	8:00am – 3:30pm	ourladysschoolsd@gmail.com	www.olssd.org

The School Office is located at North Campus. One office serves both campuses — glad to help with messages, appointments, paperwork, and questions.

	North Campus Grades 3–8	Fr. Brown Campus Grades TK–2
ADDRESS	650 24th Street San Diego, CA 92102	744 Beardsley Street San Diego, CA 92113
SCHOOL DAY	8:00 a.m. – 2:45 p.m.	8:15 a.m. – 2:45 p.m.
MORNING DROP-OFF & CARE	from 6:45 a.m. <i>no charge</i>	from 7:00 a.m. <i>no charge</i>
AFTER-SCHOOL CARE	dismissal – 5:30 p.m. <i>small daily fee — see website</i>	dismissal – 5:30 p.m. <i>small daily fee — see website</i>

Minimum days: 12:35 p.m. pickup (Wednesdays and as noted).

REACHING A TEACHER

Email the office, or use the teacher's school email:

first initial + last name @olssd.org

A full staff directory is kept current at www.olssd.org.

CALENDAR AT A GLANCE

The full calendar — holidays, minimum days, and vacations — is posted at **www.olssd.org** and sent in the weekly newsletter.

Any changes are announced in the newsletter.

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SECTION 1

Who We Are: Catholic Identity and the Jesuit Tradition

Aligns with WASC A1–A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 1–2)

Our Lady's School is a Catholic community formed in the Jesuit tradition — a way of teaching nearly 500 years old that brings faith, learning, and service together. Founded in 1912, we are San Diego's oldest Catholic TK–8 school and a ministry of Our Lady of Guadalupe, the Jesuit parish of San Diego. Together with parents, we help every child grow in Learning, Faith, and Service.

1.1 Mission, Vision, and Philosophy

Aligns with WASC A1–A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 1)

Mission Statement

The mission of Our Lady's School is to provide a quality Catholic education that prepares our students for lives of service and leadership. In the Jesuit tradition, we establish a Christ-centered environment that nurtures the spiritual, academic, social, and cultural development of the whole child.

We strive to provide all families in the community with the opportunity to receive a Catholic education.

Vision

Our Lady's School is a Christ-centered, Jesuit-inspired community where students grow in knowledge, faith, and service and learn to lead with kindness and excellence. Our graduates leave ready to succeed at the region's college-prep high schools and to serve others as people of faith.

Philosophy

Every child is made in the image of God and learns in their own way. As a matter of faith and justice, we welcome students with learning differences and help each child thrive. We work closely with families to build faith, character, and a lifelong love of learning.

1.2 The OLS Graduate Profile

Aligns with WASC B1 · WCEA/NSBECS — Mission & Catholic Identity (Std 2)

Our Graduate Profile describes the kind of person each student is growing to become. It is built on three kinds of growth — in Learning, in Faith, and in Service — and it guides everything we teach and everything we do.

Growth in Learning

- Think critically and creatively
- Communicate effectively
- Utilize resources to achieve grade-level standards
- Apply learned skills to solve problems

Growth in Faith

- Practice their faith through prayer and the sacraments

- Follow Jesus and form a relationship with God
- Demonstrate knowledge of Catholic teachings and values
- Practice Ignatian Spirituality by seeking God in all things

Growth in Service

- Participate in service opportunities as a Kid for Others
- Respect and welcome all people and cultures
- Care for God's creation

The Graduate Profile is our Schoolwide Learning Expectations (SLEs) — what we want every student to know, do, and become by the time they leave us. How we teach, prayerfully reflect on, and measure them is described in Section 6.

1.3 Who Are the Jesuits?

Aligns with WASC A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 2)

The Jesuits — officially the Society of Jesus — are a Catholic religious order founded by St. Ignatius of Loyola in 1540. Its priests and brothers give their lives to education, faith, and service. The words Jesuit and Ignatian both point back to St. Ignatius and his way of living the faith.

Jesuits believe learning, faith, and service belong together — a way of “Finding God in All Things”: in study, friendship, nature, and caring for others. This has made them trusted teachers worldwide, founders of some of its finest universities and schools, serving in more than 100 countries and often standing with immigrant and working families.

You will see two Jesuit symbols at our school:

1. **A.M.D.G.** — Latin for Ad Majorem Dei Gloriam, “For the greater glory of God,” the motto of the Society of Jesus.
2. **I.H.S.** — the first three letters, in Greek, of the name of Jesus; it appears on the Jesuit seal. (See page 2.)

The Jesuits' Apostolic Priorities Today

The Jesuits focus on a few big goals they call their preferences. These help them use their people, time, and gifts wisely and work together instead of spreading too thin — all “For the Greater Glory of God.”

The preferences don't say whose needs come first; they show the best ways for the Jesuits to serve Christ and bring people together.

The four preferences are:

- **Show the way to God through the Spiritual Exercises and discernment.** — help people pray, meet God, and make good choices.
- **Walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice.** — stand with people who are hurting or left out.
- **Accompany young people in the creation of a hope-filled future.** — walk with children and teens as they build a hopeful future.

- **Collaborate, with Gospel depth, for the protection and renewal of God's Creation.** — work together to care for the earth.

1.4 Our Lady's School and the Jesuit Tradition

Aligns with WASC A1–A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 1–2)

Our Lady's School is the oldest Catholic parish TK–8 school in the Diocese of San Diego. The Bishop of San Diego has final authority over the school (Section 3 explains how the school is led).

We are also the only school in San Diego rooted in the Jesuit tradition. Our Lady of Guadalupe Parish — the Jesuit parish of San Diego — sponsors us, and the Jesuit way of proceeding shapes all we do: our teaching, our prayer, and the way we care for each child.

1.5 The Jesuit Tradition at Our Lady's School

Aligns with WASC A2–A3 · WCEA/NSBECS — Mission & Catholic Identity (Std 2–3)

At the heart of Jesuit life is a simple belief: we can Find God in All Things. Six Jesuit values shape each day at Our Lady's School.

1. **Cura Personalis — Care for the Whole Child.** We care about who your child is becoming, not just what they know — in mind, heart, body, and spirit.
2. **The Examen — Finding God in All Things.** Every Wednesday, Jesuit priests lead students in the Examen — a practice that builds gratitude and helps us see how God is laboring for our good (see Section 7).
3. **Faith That Leads to Action.** We don't just talk about faith — we live it. Students learn to notice people in need, act with kindness, and serve others all year.
4. **Dignity of Every Person.** Everyone belongs and everyone matters. Each person is made in the image of God and treated with respect.
5. **Magis — Always Do Your Best.** Jesuit education asks students to try their hardest, grow at their own pace, and use their gifts well.
6. **Ready for High School.** We set high standards and help every child reach them, so each student leaves ready to succeed at a college-prep high school. Because our faith calls us to justice, this goal is for every child — including those who learn differently.

Together, these values form students to be Kids for Others — living not just for themselves, but for their neighbors and the wider world.

1.6 Welcome to All Families

Aligns with WASC A1–A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 2, 4)

Our Lady's School welcomes all families who support our Catholic mission, honoring the dignity of every child and family. Families who join are asked to understand our Jesuit tradition and Catholic faith — even if they come from a different faith or none at all — because it is the heart of all we do.

We follow all diocesan, state, and federal non-discrimination laws that apply to private religious schools (full statement in Appendix A).

In our classrooms and community, students learn:

- Every person is made in the image of God.
- Differences in culture, language, and background make us stronger.
- Kindness and respect are expected — always.

“Go forth and set the world on fire.” — St. Ignatius of Loyola

SECTION 2

Parents as Partners

You are your child's first and most important teacher. This section is about the partnership between your family and our school — and the many ways we walk together.

2.1 Parents as the First Educators

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4); Operational Vitality (Std 13)

The Catholic Church teaches that parents are their children's first and most important teachers. You taught your child to walk, speak, love, and pray long before he or she came to us. We do not replace you — we partner with you, helping you raise your child in faith, knowledge, and goodness.

2.2 Our Partnership

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

A strong partnership runs both ways. Here is what we promise each other.

What you can expect from us

1. Teach your child with excellence in the Catholic, Jesuit tradition — caring for mind, heart, and spirit.
2. Communicate often, with honest, timely feedback — including fall and spring conferences. Middle School grades are online 24/7.
3. Support your child's wellbeing and keep both campuses safe (see Section 10).
4. Answer your concerns quickly — within one school day, with a full reply or meeting within five.

What we ask of you

1. **Attendance.** Have your child arrive 15 minutes early, and stay all day, every day.
2. **Vacations.** There are 185 days each year when school is not in session — please plan family trips then.
3. **Stay informed.** Read the weekly newsletter and check the website first (www.olssd.org). Most answers are there.
4. **Keep information current.** Update your contact and Emergency Contact information whenever it changes (see 5.4).

5. **Tuition.** Call the School Office right away at 619-233-8888 if you cannot make a payment. Together we will make a plan.
6. **Bring concerns to us right away** — directly and respectfully. Please don't let them fester; we are your partner.
7. **Support the Catholic mission.** You are warmly welcome at our weekly school Mass.
8. **Support learning at home.** Encourage homework, reading, and our discipline expectations.

2.3 Getting Involved

Aligns with WCEA/NSBECS — Operational Vitality (Std 13) · see also Section 8.6

You know your child best, and your time and gifts make our school stronger. There are no required volunteer or service hours — we simply invite every family to help in the ways that fit them best.

Ways to help

- Help at school events — Guadalupe celebrations, dances, drama — and join the Parents' Association.
- Coach a team or chaperone a field trip.
- Serve as a room parent, supporting your child's teacher.
- Help with the Parent Coffee and social before OLS Mass.

2.4 Parents' Association

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Every parent and guardian is a member and warmly welcome to take part. The Association builds community, supports our teachers, and helps with school events. Watch the weekly newsletter for meeting times and ways to join in.

2.5 A Respectful Partnership

Aligns with WASC A2 · WCEA/NSBECS — Operational Vitality (Std 13) · see also Sections 2 and 10

Children learn respect by watching the adults around them. When we work together with kindness, we set the best example. So when a concern comes up, please don't wait — we will work through it together.

We ask every parent and guardian to:

1. Treat staff, students, and families with respect — in person and online. Never post or share anything that puts down the school, its staff, students, or families.
2. Bring concerns to us promptly and directly (see Section 5.7).
3. Never contact another family or their child about a discipline, bullying, or behavior concern. Bring it to the teacher, who will inform the Principal.
4. Leave lawyers and outside mediators out of school meetings. Our process is pastoral and educational, not a court case.

These expectations apply on both campuses, at events, on field trips, and online. Depending on how serious the problem is, it may lead to a written warning, loss of campus privileges, or a request to withdraw the student. (See Sections 11.7 and 11.13.)

2.6 We Are Partners in Faith

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4); Operational Vitality (Std 13) · see also Section 7

Faith grows best when home and school point the same direction. We are blessed to walk with your family in your child's faith. For simple ways to nurture it at home — prayer, the Jesuit Examen, and the sacraments — see Section 8.8 (Partners in Faith at Home).

Thank you for trusting us with your child. Together — home and school — we form children who grow in Learning, Faith, and Service.

SECTION 3

Leadership, Governance, and Accreditation

Our Lady's School is led with faith, care, and a constant desire to improve. Our leaders put students first, stay true to our Catholic mission, and answer to the families we serve. This section explains who leads the school and how decisions are made.

3.1 Governance and Authority

Aligns with WASC A1–A2, A6 · WCEA/NSBECS — Governance & Leadership (Std 5)

Our Lady's School is a ministry of Our Lady of Guadalupe Parish, the Jesuit parish of San Diego. We work in partnership with Our Lady of Angels Parish and the Diocese of San Diego, Office for Schools.

Who Is Responsible for What?

- **Diocese of San Diego, Office for Schools** — Handles human resources, payroll, insurance, legal matters, teacher training, and accreditation. It does not run each school's daily life.
- **Pastor, Our Lady of Guadalupe Parish** — Holds final responsibility for the school's Catholic mission, faith, and finances, and is the final avenue of appeal.
- **Principal** — Leads learning and daily school life: budget, operations, staff, donors, and student care. Start with your child's teacher; the Principal steps in when a matter can't be settled there.
- **Vice Principal and Chaplain** — Support the Principal and help improve teaching, student life, and our practice of the Catholic faith.
- **Faculty and Staff** — Teach, form, and care for students each day.

Who to Contact First? — Your Child's Teacher

For anything about your child, email the teacher (addresses at www.olssd.org). For the calendar, tuition, forms, and news, check the website and weekly newsletter; the School Office handles records, paperwork, and messages. To raise a concern, follow Section 5.7; for enrollment conditions, see Section 6.3.

3.2 Leadership Team and Decision-Making

Aligns with WASC A3–A4 · WCEA/NSBECS — Governance & Leadership (Std 6)

Our Leadership Team — the Pastor, Principal, and Vice Principal — guides the school and models Jesuit service.

The Leadership Team:

- Keeps the mission and Graduate Profile at the center of everything, from operations to instruction.
- Sets school-wide learning expectations that match the WASC Action Plan and Strategic Plan.
- Uses student information and good judgment to guide teaching and support.
- Shares news with families and parish leaders clearly and quickly.
- Reviews decisions often, so they help students grow and keep the school safe and faithful.

3.3 School Advisory Board

Aligns with WASC A1–A6 · WCEA/NSBECS — Governance & Leadership (Std 5)

The Board gives advice and helps care for the school's mission; it does not run daily school life.

The Board advises the Pastor and Principal on:

- Budget, tuition, and long-term finances.
- Fundraising, gifts, and donor relationships.
- Buildings, safety, and major improvements.
- Progress on accreditation goals and key plans.

The Board advises; the Pastor and Principal decide. As a diocesan school, the authority to govern rests with them, not the Board.

3.4 Strategic Planning and Goal Setting

Aligns with WASC A1, B1, B3 · WCEA/NSBECS — Governance & Leadership (Std 6)

The Strategic Plan sets the school's long-term direction and yearly goals. Each year, teachers, parish leaders, and the School Advisory Board review it to keep it in step with our mission and current needs.

The plan focuses on:

- Student growth in Learning, Faith, and Service.
- A strong Catholic identity in the Jesuit tradition.
- Steady finances and excellent daily operations.
- Deeper partnership with families, alumni, and the wider community.

We track progress through real results, honest reflection, and regular review.

3.5 Accreditation and Accountability

Aligns with WASC A1–A2, A4 · WCEA/NSBECS — Governance & Leadership (Std 5–6)

Our Lady's School is fully accredited by the Western Association of Schools and Colleges (WASC) and the Western Catholic Educational Association (WCEA). Both have reviewed our school and found it meets high standards for Catholic faith, strong teaching, and healthy operations.

Accreditation confirms that the school:

- Lives its Catholic faith in the Jesuit way, in every classroom, every day.
- Meets strong teaching and learning standards, checked by outside reviewers.
- Has caring, qualified TK–8 teachers who hold or are earning California certification.
- Uses a continuous cycle of review and improvement — in learning, faith, service, and operations.

Our continuous improvement cycle for teaching and learning is described in Section 7.11.

3.6 Right to Amend

Aligns with WCEA/NSBECS — Governance & Leadership (Std 5–6)

Our Lady's School may change, add to, or set aside any policy in this handbook at any time. When we make an important change, we will notify families by email or written notice as soon as possible. The newest version of the handbook is the one that applies; see the revision date on each page.

SECTION 4

School Profile and Community Context

4.1 Our School Today: Mission in Action

Aligns with WASC A1, C1 · WCEA/NSBECS — Mission & Catholic Identity (Std 1–2)

Rooted in the Jesuit tradition, Our Lady's School forms students from Transitional Kindergarten through Grade 8 for Growth in Learning, Faith, and Service. We welcome families who want a safe, caring, faith-filled school where strong learning and Catholic faith are lived each day.

Parents are key partners. Through clear communication, shared responsibility, and real respect, we help each child grow as a learner, a person of faith, and a servant to others.

4.2 Learning Environment and Student Support

Aligns with WASC C1–C2 · WCEA/NSBECS — Academic Excellence (Std 9)

Students learn in small classes where they are known, supported, and challenged, so teachers can meet each child's needs.

Academic support includes:

- Learning support staff who give small-group and targeted help on both campuses.
- Counseling for student well-being, growth, and family connection.
- English Language Learner (ELL) support for students whose home language is not English.

Music, drama, and the arts build creativity, confidence, and student voice — helping every child grow in learning, in faith, and in service for and with others.

4.3 Enrollment Strength and Graduate Outcomes

Aligns with WASC B3, C3 · WCEA/NSBECS — Operational Vitality (Std 13); Academic Excellence (Std 9)

Enrollment stays steady because families trust the school's mission, care, and academics. Our community unites many cultures and languages through faith and learning. Generous donors and strong financial aid keep a Catholic, Jesuit education within reach for families who could not otherwise afford it. In fact, even families who pay full tuition pay less than the true cost of educating a child — so every family receives a gift from the Church.

Our graduates go on to top Catholic and independent high schools in San Diego — including Saint Augustine, Francis Parker, and Cathedral Catholic — and grow into lives of leadership, service, and faith. Many stay close, returning as volunteers, donors, and parents of the next generation.

4.4 Two Campuses, One School

Aligns with WASC A1, C1 · WCEA/NSBECS — Mission & Catholic Identity (Std 1); Operational Vitality (Std 12)

Our Lady's School has two campuses that reflect its shared history:

- **North Campus** — Grades 3–8, on the grounds of Our Lady of Angels Parish.

- **Fr. Brown Campus** — Transitional Kindergarten through Grade 2, on the grounds of Our Lady of Guadalupe Parish. Named for Father Richard H. Brown, S.J., whose nearly forty years of leadership shaped the bond between the school, the parish, and the people of Barrio Logan and Logan Heights.

Two campuses. One mission. One family. One school — rooted in its history and alive in its future.

4.5 School History: Faith, Community, and Belonging

Aligns with WASC A1, C1 · WCEA/NSBECS — Mission & Catholic Identity (Std 2, 4)

In Brief: Our Story

Our Lady's School is the oldest Catholic TK–8 school in the Diocese of San Diego. It grew from two parish schools — Our Lady of Angels (1912) and Our Lady of Guadalupe (1946) — that joined in 1973. Immigrant families, women religious, and the Jesuits built it on faith and hope, and for nearly forty years Fr. Richard Brown, S.J., made it a home for the people of the barrio. We carry that tradition forward today. See Appendix E for the complete story.

4.6 Our Mission Continues

Aligns with WASC A1, C1 · WCEA/NSBECS — Mission & Catholic Identity (Std 1)

Rooted in its history and strengthened by its mission, Our Lady's School continues to form students from immigrant families in the Catholic, Jesuit tradition. Guided by faith, culture, and community, it remains a place of learning, belonging, and hope for the families of Barrio Logan and Logan Heights.

SECTION 5 Communication

Good communication between home and school helps your child succeed. This section explains how we stay in touch and how to reach us.

5.1 How We Keep in Touch

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Here are the main ways we share news with families:

- **Weekly parent newsletter** (through SchoolSpeak) — the best place to find what's happening each week.
- **ClassDojo** — messages, posts, and photos from your child's teacher.
- **School website (olssd.org)** — the calendar and key information.
- **Back-to-School Night and Parent–Teacher Conferences** — times to meet in person.
- **Facebook and Instagram** — news and photos from our community.

Please check the newsletter and ClassDojo often so you don't miss important news.

5.2 Reaching Your Child's Teacher

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Your child's teacher is your first contact for anything about your child. Email is best: the address is the teacher's first initial and last name plus @olssd.org (for example, phickey@olssd.org). Teachers reply within 24 business hours; because they are with students all day, they often read email only after school. If something is urgent, call the School Office and we will get the message to the teacher.

Please don't expect a long conversation at drop-off or pick-up, when teachers are supervising students. Bring any messages, lunches, or homework to the office, and we'll make sure your child gets them.

5.3 Reaching the School Office

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

One office serves both campuses. The staff are glad to help with messages, appointments, paperwork, and questions.

- **Phone:** (619) 233-8888
- **Office hours:** 8:00 a.m. – 3:30 p.m.
- **Email:** ourladysschoolsd@gmail.com

5.4 Keep Your Information Current

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Please keep your phone numbers and emergency contacts up to date at all times. In an emergency, this is the single most important thing you can do to help us reach you and keep your child safe. Update your information in SchoolSpeak, or call the office, whenever anything changes.

5.5 Communicating in More Than One Language

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Our community speaks more than one language, and we want every family to understand what we send. ClassDojo can translate messages and posts into your language: set your language once in your account settings, then tap “See translation” on any message. It supports Spanish, Haitian Creole, and more than 130 languages.

5.6 Parent–Teacher Conferences and Back-to-School Night

Aligns with WCEA/NSBECS — Operational Vitality (Std 13) · see also Section 7 (Academics)

We meet with families in person several times a year — Back-to-School Night in the fall, and Parent–Teacher Conferences in fall and spring. You may also request a conference at any time. For more on conferences and your child's progress, see Section 7 (Academics).

5.7 Raising a Concern: Who Do I Talk To?

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

Most concerns are solved fastest — and most kindly — by the person closest to your child. Please follow these steps in order; don't skip a step.

Step 1 — Your child's teacher. Start here for anything about your child — grades, behavior, homework, or friendships. Email the teacher (addresses at www.olssd.org) or call the office to request a conference.

Step 2 — The Principal's Office. If the teacher hasn't resolved it, or it involves school-wide policy, safety, or staff, contact the Principal's Office at 619-233-8888 (emails at www.olssd.org). The Principal and Vice Principal meet by appointment and respond quickly.

Step 3 — The Pastor. If it is still unresolved after honest talks with the teacher and Principal, ask to meet the Pastor of Our Lady of Guadalupe Parish, who holds final local authority over school matters. The Parish Office is 619-233-3838.

5.8 Class Messaging Apps and Social Media

Aligns with WCEA/NSBECS — Operational Vitality (Std 13) · see also Section 12 (Technology)

Class messaging apps and group texts are for sharing helpful information — not for discipline, conflict, or bullying concerns. If your child has been hurt or treated unfairly, please contact the teacher or Principal directly, not a parent chat group.

5.9 Separated and Blended Families

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

We care about every family. If your family is separated or blended, please tell the office so we can keep your child's records and contacts correct.

- Give the office a current, court-certified copy of any custody order; we follow what the court documents say.
- The school stays neutral in custody matters. We cannot take sides or act as a go-between.
- We hold one conference per student; when possible, separated parents attend together, focused on the child.
- Each parent keeps his or her own contact and emergency information current.

Please tell the office, in writing, about any change in marital or custody arrangements.

SECTION 6

Admissions, Enrollment, and Tuition

Aligns with WASC A1–A2 · WCEA/NSBECS — Operational Vitality (Std 10, 13)

Our Lady's School welcomes families who want a faith-filled, quality Catholic education for their children. This section explains how to join, how enrollment works each year, and how tuition and financial aid work. We never want cost to be the only reason a child cannot attend.

6.1 Admissions and Registration

Aligns with WASC A1–A2 · WCEA/NSBECS — Operational Vitality (Std 10, 13)

We welcome new and transfer students throughout the year, as space allows.

- **Do we need to be Catholic?** No. We welcome all families who support our Catholic mission, whatever their faith background.

Age of Admission

- **Transitional Kindergarten:** the day after your child's 4th birthday.
- **Kindergarten:** your child must turn 5 by September 1.

When more families apply than we have space for, we register students in this order:

1. Age and readiness for the grade.
2. Brothers and sisters of current students.
3. Children and grandchildren of OLS alumni.
4. Registered members of Our Lady of Guadalupe or Our Lady of Angels parishes.
5. All other families.

A non-refundable registration fee is due when you register (see the website for the current amount). New students join on a one-year trial, or probationary year (see 6.3). Our Lady's School admits students of any race, color, and national or ethnic origin; our full non-discrimination statement is in Appendix A and on our website.

6.2 Required Documents

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

To enroll your child, please provide:

- **Proof of age** — a birth certificate or passport, and a Baptism certificate.
- **Immunization records** — up to date, as required by California law.
- **Previous report cards** — for students entering Grades 1–8.
- **Missing a document?** Tell the office — we can often begin your application while you gather the rest. We may also ask for other records so we can place your child well.

6.3 Re-Enrollment and Good Standing

Aligns with WASC A2 · WCEA/NSBECS — Mission & Catholic Identity (Std 2); Operational Vitality (Std 13)

Enrollment is renewed each year. Every family completes enrollment or re-enrollment and sets up a tuition agreement for the new year.

To stay in good standing, a student and family:

1. Meet the school's learning and behavior expectations, or take part in an agreed support plan.
2. Show conduct that is at least satisfactory and fits the school's Catholic values.
3. Support the teachers, staff, and rules of the school.
4. Pay tuition and fees on time, or right away call the Business Office to arrange a plan.

Continued enrollment is a privilege, not a right. If these conditions are not met, the school may decline to re-enroll a student — after proper notice and, when possible, a chance to address the concern.

Probationary Year. All new and transfer students begin on a one-year trial. At the end of the year, the Principal reviews the student's progress, conduct, and fit before confirming continued enrollment. Families are told promptly if concerns come up during the year.

When Home and School Are a Good Fit. Because the Church sees parents as the first teachers of their children, the school supports — not replaces — the values taught at home. Rarely, a family's stated beliefs or public conduct are in deep conflict with the school's mission, making it hard to serve the child well. In those cases the Principal, with the Pastor, may decide the school is not the right fit.

6.4 Tuition and Fees

Aligns with WCEA/NSBECS — Operational Vitality (Std 10)

Our Lady's School works hard to keep a Catholic education affordable. Even full tuition does not cover the true cost of educating each child — gifts and grants make up the difference. Current tuition and fees are posted on the school website, and each year families set up a tuition agreement through FACTS (see 6.6).

- **Is tuition refundable?** No. Tuition payments are non-refundable.
- **What about graduation and activities?** All tuition and fees must be paid before eighth-grade graduation. A student may not take part in graduation, and may be held from some activities, if the family's financial obligations are not met. G

6.5 Financial Aid and Tuition Assistance

Aligns with WASC A4 · WCEA/NSBECS — Operational Vitality (Std 10)

We never want cost to be the only reason a child cannot attend Our Lady's School. Tuition assistance is available for families who qualify.

- **How do I apply?** Apply online through FACTS when the enrollment period opens (see the website for dates).
- **Will applying affect my child's place?** No. Financial aid is handled with care and privacy. It does not affect admission or how your child is treated.

6.6 FACTS Tuition Management — Payment Plans

Aligns with WCEA/NSBECS — Operational Vitality (Std 10)

Our Lady's School uses FACTS, a tuition management service, for all tuition payments. Each family has one FACTS account.

- **What plans can I choose?** Pay once a year, in two installments, or monthly — and choose your monthly payment date. Set up your plan in FACTS when you enroll (see the website or Business Office for options).
- **What if I'm having trouble paying?** Please contact the Business Office right away at 619-233-8888 — we want to help and will do our best to work with you. If tuition falls behind and

no arrangement is made, the school may ask the family to withdraw the student. We would much rather make a plan with you.

6.7 Withdrawal, Transfer, and Records Release

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

If your family needs to leave Our Lady's School, please tell the School Office as early as you can, so we can help with a smooth transfer.

- We send official transcripts and records directly to the new school. For your child's protection, records are not given to students or parents to hand-carry.
- Any unpaid tuition or fees must be settled as part of withdrawal.
- You may review your child's records with the Principal or a delegate. See Appendix B for how student records are kept and released.

SECTION 7

Academics and Student Support

This section explains how we teach, how we report your child's progress, and how we help every student grow in learning, faith, and service.

7.1 How We Teach

Aligns with WASC B1–B2 · WCEA/NSBECS — Academic Excellence (Std 7–8)

In the Jesuit tradition, learning, faith, and service grow together. We teach the whole child — mind, heart, and spirit. Our teachers know each student by name and help each one reach full potential. We hold high hopes for every child and walk with families to reach them.

7.2 Curriculum

Aligns with WASC B1 · WCEA/NSBECS — Academic Excellence (Std 7)

Our teachers follow California and diocesan standards. We teach these subjects in every grade:

- Religion
- English Language Arts (reading, writing, spelling, and grammar)
- Mathematics
- Science
- Social Studies and History
- Cursive Handwriting (K–6)
- Spanish
- Physical Education
- Art

We review our programs and textbooks regularly to keep them strong and current. For the current list of programs by grade, see olssd.org or ask the school office.

7.3 Homework

Aligns with WCEA/NSBECS — Academic Excellence (Std 7)

How much homework should my child have?

Homework grows with grade — about 10 minutes per grade level (roughly 20 minutes in 2nd grade, 70 in 7th). In middle school (Grades 6–8), homework takes more time and may include longer projects as students prepare for high school.

If homework regularly takes much longer than expected, please tell your child's teacher. Children need time to play, to be with family and friends, and to take part in religious life.

What is homework for?

To practice a skill from class, prepare for a new lesson, study for a test, or work on a longer project.

How can I help at home?

1. Set a regular time and a quiet place for homework.
2. Stay nearby to help — but let your child do the work.
3. Check that the work is done and packed for the next day.
4. Email the teacher if your child is struggling or confused.

7.4 Grades and Report Cards

Aligns with WASC B3 · WCEA/NSBECS — Academic Excellence (Std 8)

Report cards are sent home four times a year, at the end of each quarter. We do not release them early, including at the end of the school year.

Grades TK–3 — marks

Mark	Minimum %
O	92.5
VG	89.5
G+	86.5
G	82.5
G-	79.5
S+	76.5
S	72.5
S-	69.5
NI	59.5
F	0.01
NE	0

Grades 4–8 — letter grades

Grade	Percentage
A	93–100
A-	90–92.9

Grade	Percentage
B+	88-89.9
B	83-87.9
B-	80-82.9
C+	78-79.9
C	73-77.9
C-	70-72.9
D+	68-69.9
D	60–67.9
F	Below 60

Between report cards, teachers send a Progress Report so you know how your child is doing before the quarter ends. In Grades 6–8, parents can check grades online, 24/7 through SchoolSpeak; login information is sent home at the start of the year.

Before you call the office

1. Worried about your child's progress? Email the teacher.
2. Report-card or conference dates? See the calendar at www.olssd.org and the weekly newsletter.

Most questions are answered fastest by the teacher.

7.5 Assessment and Learning Expectations

Aligns with WASC B3 · WCEA/NSBECS — Academic Excellence (Std 8)

Each year, students in Grades K–8 take standardized Reading and Math tests. These show teachers and families how each child is growing. We do not use them to rank students or compare classes.

Our Graduate Profile is our schoolwide learning expectations (SLEs): Growth in Learning, Faith, and Service. We strive for continuous improvement in teaching and learning. To keep improving, teachers meet regularly to review student work together and adapt their teaching to help all students learn their best. We report each child's growth through progress reports and conferences — including student-led conferences in Grades 6–8.

7.6 Conferences and Progress Updates

Aligns with WASC B3 · WCEA/NSBECS — Academic Excellence (Std 8)

We keep families close to their child's learning in several ways:

1. **Back-to-School Night** in the fall, where teachers explain the year ahead. This is the one conference we highly recommend every parent attend.
2. **Parent–Teacher Conferences** in the fall and the spring.
3. **A conference any time you ask** — just email the teacher or call the office.

In Grades 6–8, students lead part of their own conference, which helps them take ownership of their learning before high school. For how to reach your child's teacher, see Section 5 (Communication).

7.7 Promotion and Retention

Aligns with WCEA/NSBECS — Academic Excellence (Std 8)

Each year we decide together whether a child is ready for the next grade. We look at the whole child — academics, growth, and readiness — and the views of both teacher and parents matter greatly. When a child may need another year in the same grade, the final decision rests with the Principal, always with the child's best interest at heart.

7.8 Academic Recognition

Aligns with WCEA/NSBECS — Academic Excellence (Std 8)

We celebrate students who work hard and do their best. Academic awards are given each quarter.

Grades 6, 7, and 8

- **Principal's List** — grade-point average of 4.0
- **High Honor Roll** — grade-point average of 3.50–3.99
- **Honor Roll** — grade-point average of 3.0–3.499 and no C's in Math or English

Grades 4 and 5

- **Honor Roll** — grade-point average of 3.0 or higher

Good to know: *Recognition is one way we celebrate effort — but every child's growth matters, not only those on a list.*

7.9 Student Support Services

Aligns with WASC C2 · WCEA/NSBECS — Academic Excellence (Std 9)

Every child learns differently, and we do our best to support each student.

Accommodations. If your child has a documented learning difference, our teachers provide accommodations to help him or her succeed. Documentation may come from the public school district or a licensed evaluator. Please contact the office at 619-233-8888 to get started.

Counseling. Our school counselor supports students' social and emotional wellbeing. If you are worried about your child, start with the teacher, who can connect your family with the counselor.

English learners. Many OLS families speak a language other than English at home, and we see this as a gift. Teachers support English learners within everyday lessons, and our bilingual community helps each child grow in both English and Spanish. With any question about your child's language growth, start with the teacher.

IEP students. We welcome children with many learning needs and always do our best to support every student. Sometimes a child needs very specialized help beyond what

we can provide; when that happens, we sit down with the family to find the right path together. The child's wellbeing always comes first.

7.10 Our Teachers

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 8)

Every child deserves an excellent teacher. Our teachers hold a college degree and know their subjects well. Our TK–8 teachers have a California teaching credential, or are earning one with the Principal's support, and they keep growing through coaching, professional development, and learning together.

- TK–5 teachers and the Middle School Religion teacher also earn diocesan School Catechist certification, so they can teach the faith well.
- Every adult who works with children completes diocesan Safe Environment training.
- Teachers take part in training each year that matches our goals for student learning.

Each teacher is reviewed every year. Our promise to give your child caring, qualified teachers is firm.

7.11 How We Continuously Improve Teaching and Learning

Aligns with WASC A1, A3–A4, B3 · WCEA/NSBECS — Academic Excellence (Std 8)

Our Lady's School follows a continuous improvement cycle to make teaching and learning more effective:

- **Collect** — We look at student work, tests, attendance, and behavior.
- **Analyze** — We find strengths, needs, and patterns across grades.
- **Act** — We adjust our teaching and support based on what we learn.
- **Report** — We share progress with families and our parish and accreditation partners.
- **Reflect** — We look honestly at the results and plan next steps.
- **Repeat** — We begin again, because getting better never stops.

Teachers meet regularly in Professional Learning Communities (PLCs) to study student work together, share ideas, and hold one another responsible for each child's growth. This teamwork is a mark of strong Catholic schools.

SECTION 8

Faith Life

Our Lady's School is a Catholic school in the Jesuit tradition. This section describes the prayer, worship, sacraments, and service that are the heart of our school.

8.1 Faith at the Heart of Our School

Aligns with WASC A1 · WCEA/NSBECS — Mission & Catholic Identity (Std 2)

Faith is not one subject among many at Our Lady's School — it is the heart of everything we do. Our school is guided by the Jesuit priests of Our Lady of Guadalupe Parish, who help us live the spirit of St. Ignatius of Loyola, the founder of the Jesuits.

At the center of our faith is a living relationship with Jesus Christ. We want every child to know that God loves them, to talk with God in prayer, and to follow Jesus each day. St.

Ignatius taught us to Find God in All Things — in our learning, friendships, work, and play. This spirit shapes our Graduate Profile: Growth in Learning, Faith, and Service.

8.2 Mass and School Liturgies

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4)

The Mass is the center of our life together. The Jesuit priests of Our Lady of Guadalupe offer Mass once a week at each campus, with a few exceptions — parent-teacher conference days, the Feast of Our Lady of Guadalupe, and the extra preparations for First Communion and May Crowning. The Mass day is announced in the weekly newsletter.

Parents and grandparents are warmly invited to join us — there is no more beautiful way to share in the faith life of your child.

All students take part in our Mass and prayer with reverence and respect, and we warmly welcome children of every faith. Students who are not Catholic, and who therefore do not receive Holy Communion, are invited to come forward for a blessing. We respect the beliefs of every family and never pressure any child to believe — we simply share who we are with joy.

8.3 Religious Education

Aligns with WASC B1–B2 · WCEA/NSBECS — Mission & Catholic Identity (Std 3)

Religion is taught every day, in every grade, as a core subject. Children learn the teachings, prayers, and traditions of the Catholic faith and grow in their relationship with God. Our religion textbooks are approved by the U.S. Conference of Catholic Bishops and meet or exceed diocesan requirements.

8.4 Sacramental Preparation

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4)

We prepare children to receive the sacraments in close partnership with Our Lady of Guadalupe Parish, and families are essential partners in this preparation.

Second Grade: daily religion class prepares students to receive First Reconciliation and First Communion.

Grades 3–8: students preparing for Baptism, First Reconciliation, or First Communion are invited to attend weekly preparation classes taught at North Campus.

8.5 A Life of Prayer

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4)

Prayer is part of every school day. We begin the day with prayer, give thanks before meals, and turn to God in both the joys and struggles of the day. Children learn the prayers of our Catholic faith and also learn to pray in their own words. Above all, we want prayer to become a lifelong habit — a simple, daily friendship with God.

8.6 The Weekly Jesuit Examen Prayer

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4)

Every Wednesday, Jesuit priests help lead our students in praying the Examen. The Examen is a simple prayer St. Ignatius gave the Jesuits almost 500 years ago. It looks back over the day just past — like holding a magnifying glass to ordinary moments — to notice where God has been. Because, as St. Ignatius taught, God can be found in all things.

The Jesuits pray the Examen in five simple steps:

1. Become still, and remember that God is here and loves you.
2. Give thanks for the gifts of the day.
3. Look back over the day, and notice your feelings — the highs and the lows.
4. Ask where you grew closer to God, and where you fell short in learning, faith, and service.
5. Look to tomorrow, and ask God for the grace to do better.

At Our Lady's School, we also pray the Examen through the three parts of our Graduate Profile. In this way, Growth in Learning, Faith, and Service is not just something on a poster — it becomes something our students prayerfully reflect on and live.

The OLS Examen — Growth in Learning, Faith, and Service

We become still, remember that God is with us, and give thanks for the gift of this week. Then we look back and ask:

- **Growth in Learning** — Where did I work hard and learn something this week? Where did I find God in my learning?
- **Growth in Faith** — Where did I show love, kindness, or prayer? Where did I fall short, and where do I need God's help?
- **Growth in Service** — How did I help others this week? How was I a person “for and with others”?

We end by looking ahead, asking God to help us grow in the week to come.

The Examen is always adapted to the age of the child. Our youngest students may name one thing they are thankful for and one thing they are sorry for, using pictures and feeling faces. Older students reflect more deeply and may write in a prayer journal.

Families who would like to pray the Examen at home can find child-friendly guides, printables, and videos at Loyola Press (www.loyolapress.com) and at www.jesuits.org/spirituality.

8.7 Living the Faith Through Service

Aligns with WASC C3 · WCEA/NSBECS — Mission & Catholic Identity (Std 4)

Faith is not only something we believe — it is something we do. St. Ignatius of Loyola, founder of the Jesuits, calls us to be people “for and with others”: to put the needs of others ahead of our own.

Service grows with our students, year by year. Each grade takes part in a service project that fits the age of the children and reaches a little further into the community as they grow, throughout the school year. This is Growth in Service — one of the three pillars of our Graduate Profile.

8.8 Partners in Faith at Home

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 4); Operational Vitality (Std 13) · see also Section 2

Parents are the first and most important teachers of their children in the faith. The school walks alongside you, but the home is where faith takes root. We ask families to:

- Talk with your children about God and about your own faith.
- Pray together — before meals, at bedtime, and in the joys and struggles of daily life.
- Attend Mass together on Sundays and holy days.
- Keep informed about what your child is learning in religion.
- Take part in the life of your parish or faith community.

For more about how families and the school can work together, see Section 2, Parents as Partners.

Anima Christi

*Soul of Christ, sanctify me.
Body of Christ, save me.
Blood of Christ, inebriate me.
Water from the side of Christ, wash me.
Passion of Christ, strengthen me.
O Good Jesus, hear me.
Within your wounds hide me.
Permit me not to be separated from you.
From the wicked foe, defend me.
At the hour of my death, call me,
and bid me come to you.
That with your saints I may praise you
For ever and ever. Amen.*

The Anima Christi is a traditional prayer that St. Ignatius of Loyola placed at the beginning of his Spiritual Exercises (#98).

SECTION 9

Daily Life and School Routines

Aligns with WASC A5–A6 · WCEA/NSBECS — Operational Vitality (Std 12)

Everyday answers, fast: school hours, drop-off and pick-up, absences, the dress code, and more. Our full calendar is on the school website; any changes go in the weekly newsletter.

9.1 School Hours

- **North Campus (Grades 3–8):** 8:00 a.m. – 2:45 p.m.
- **Fr. Brown Campus (TK–Grade 2):** 8:15 a.m. – 2:45 p.m.
- **School office:** 8:00 a.m. – 3:30 p.m.
- **Minimum days:** dismiss at 12:35 p.m. — most Wednesdays, and sometimes before a holiday.

Childcare (both campuses)

- **Before school:** free of charge. North Campus from 6:45 a.m.; Fr. Brown Campus from 7:00 a.m. There is no supervision before then — please do not drop off earlier.
- **After school:** from 15 minutes after dismissal until 5:30 p.m. The daily rate is on the website and is billed separately from tuition.

9.2 Hot Weather

We do not close for heat but may call a minimum day when conditions warrant. Please send a water bottle and apply sunscreen before school (staff cannot apply it). If heat could affect your child's health, you may keep them home or pick them up early. Teachers add water breaks and adjust activities on hot days.

9.3 Drop-Off and Pick-Up

The day begins with Announcements and Morning Prayer, then Reading and Math — taught first, when minds are freshest. Dropping off 15 minutes early leaves room for traffic and protects learning for everyone: North Campus by 7:45 a.m., Fr. Brown Campus by 8:00 a.m.

Drop-Off

- No campus access before supervision begins (North 6:45 a.m., Fr. Brown 7:00 a.m.). After drop-off, students stay on school property.
- Car line: be patient and kind — safety first. Have your child get in and out on the side closest to the building.
- Bikes, scooters, skateboards, and skates may not be ridden on school or church grounds.

Pick-Up

- Teachers walk students to pick-up and stay until each child is collected. Any child not picked up 15 minutes after dismissal is signed in to After School Childcare.
- Children with you — including younger siblings — must stay with you. No running on stairs or in the parking lot.

- We release your child only to a parent, guardian, or an adult you have authorized in writing; we may ask for ID. File any custody arrangements in writing (see Appendix B).

9.4 Attendance, Absences, and Tardies

Every school day matters. To report an absence, call the office at (619) 233-8888 by 9:00 a.m. each day your child is out. Give your child's name and grade, the date, your name and relationship, a daytime phone number, and the reason.

Excused absences (missed work may be made up for full credit within a reasonable time):

- Illness or quarantine.
- A medical, dental, or eye appointment.
- A death in the immediate family.
- A religious holiday, observance, or retreat.
- A court appearance or jury duty.

Unexcused absences (any absence not listed above), including:

- Family trips and vacations — please plan these on the 185 non-school days.
- Any other absence without a valid excuse.

In rare emergencies, the Principal may approve short-term independent study. We may ask for a doctor's note after several illness absences.

Leaving Early

- We release only to authorized adults (parents, guardians, emergency contacts). Sign your child out at the office in person, and we will call your child down.
- Schedule appointments after school when you can.
- *Middle School students are called only at a change of class — please plan ahead.*

Truancy

A student is considered truant after three unexcused absences, three unexcused tardies of more than 30 minutes, or any combination in one school year. We reach out early to help; ongoing absence can affect sports, field trips, and promotion. To take part in a school activity on a given day, a student must attend at least half the day (3.5 hours).

9.5 Uniform and Dress Code

Our uniform builds community and keeps the focus on learning. Parents are responsible for their child's daily appearance.

Where to buy. See www.olssd.org for the current vendor and ordering. Each July we hold a free Uniform Swap for gently used items — watch the newsletter for the date.

Everyday Uniform

- **Bottoms.** Navy pants or walking shorts (TK–8). Girls may also wear plaid jumpers (TK–2) or plaid skirts. Nothing shorter than 2 inches above the knee.
- **Tops.** White or gray short-sleeved polo with the school logo, tucked in (TK–2 girls may also wear a white Peter Pan-collar blouse). No turtlenecks or colored shirts under or over the uniform.

- **Shoes and socks.** Closed-toe shoes in solid dark blue, black, or white, with solid white or black crew socks (no logos). No boots or heels. Rain boots may be worn to and from school, then changed.
- **Outerwear in class.** Navy only, no company logos; school-logo outerwear is available from the vendor. No hats indoors.

Formal Uniform (Mass days and field trips, unless told otherwise)

- **Girls.** Plaid skirt or jumper; white blouse or white/gray polo. Grades TK-5 wear a navy-blue sweater or sweater vest. No hoodies. Grades 6-8 wear a navy blue or red sweater. No hoodies.
- **Boys.** Long pants, white shirt, blue necktie; Grades TK-5 wear a navy-blue sweater or sweater vest. No hoodies. Grades 6-8 wear a navy blue or red sweater. No hoodies.

Grooming

- Hair: neat, and kept away from the eyes.
- No makeup, nail polish, or artificial nails.
- Jewelry, where allowed: a small pair of earrings, one necklace, and one ring or bracelet per hand (may be removed for PE). The school is not responsible for lost items.

Free Dress Days

Dress modestly. Not allowed: hats indoors; tank tops, bare midriffs, or plunging necklines; shorts, skirts, or dresses shorter than 4 inches above the knee; sandals, flip-flops, or heels; costumes (except on Halloween). A student out of uniform without a note, or dressed inappropriately, may be sent home to change; we will let you know.

9.6 Lunch and Recess

- Children may bring lunch or order hot lunch (paid in advance; menu, vendor, and price on the website or newsletter). Please send a healthy lunch and a water bottle each day.
- Recess: students play fairly, include others, and follow staff directions. Rough or contact play, such as tackle football, is not allowed.

9.7 Volunteers and Field Trips

Volunteer clearances required by law (complete before helping with students; send PDF certificates to the Assistant Principal):

1. Cleared DOJ/FBI Live Scan.
2. Current TB test.
3. California Mandated Reporter training — renewed annually.
4. Safe Environment training (via CMG Connect) — renewed every 5 years.
5. Defensive Driving training (via CMG Connect).
6. Diocese of San Diego Driver Information Form, a valid driver's license, unexpired registration, and proof of insurance (\$100,000 / \$300,000). Auto insurers can provide one-day coverage.

Field Trips

- Every trip needs a signed permission slip — no slip, no trip. The Principal approves all trips in advance.

- A teacher or the Principal may hold a student back from a trip for safety, behavior, or readiness reasons.
- Chaperones assist and follow the teacher's direction, and watch over every child in the group — not only their own. Field trips are for chaperones and the class only; please do not bring younger siblings or other family members.

9.8 Birthdays and School Pictures

- **Birthdays.** A joy to share. If you send a treat, please choose a healthy option and check with the teacher first about allergies, quantity, and timing.
- **School pictures.** Taken each fall and printed in the yearbook; photo packages may be ordered. Watch the newsletter for picture day.

9.9 Personal Items and Lost and Found

- **Leave at home** anything not needed for school — toys, games, and sports gear. Teachers may hold personal items and return them to a parent.
- **Phones and devices.** OLS is a phone-free campus. Phones and personal devices stay off and away all day and on field trips (full policy in Section 11).
- **Label everything** — lunch boxes, water bottles, sweaters, and jackets. Labeled items find their way home.
- **Forgotten items.** Bring a forgotten lunch, homework, or PE clothes to the front office — never to the classroom — labeled with your child's name.
- **Lost and found.** Unclaimed uniform items are saved for the annual Uniform Swap. The school is not responsible for lost or stolen items.
- **School property.** Students care for books, technology, and furniture. Families replace items their child damages or loses.

9.10 Visitors on Campus

We keep campus safe by knowing who is here.

- All visitors sign in at the office.
- Volunteers must complete the Diocese's Safe Environment requirements (background check and training through CMG Connect) before helping with students as required by state law.
- Children who do not attend OLS may not be on campus during school hours without prior arrangement.

SECTION 10

Health, Wellness, and Safety

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Caring for the whole child — body, mind, and spirit — is part of our Catholic mission. This section explains how we keep students healthy and safe, how we care for their emotional well-being, and what we ask of families.

Keep your child's Emergency Contacts current. This is the single most important thing you can do for your child's safety. If we cannot reach you, we rely on the contacts

and authorizations on file. Please tell the office right away whenever a phone number, address, or authorized pickup person changes.

10.1 Illness and Staying Home

Aligns with WASC A5 · WCEA/NSBECS — Academic Excellence (Std 9)

Our Lady's School does not have a nurse on staff. Our teachers and staff are trained in First Aid and CPR (recertified every two years) and can give basic care for minor injuries. When a child is hurt or becomes ill at school, we will contact you or your emergency contacts.

When should I keep my child home? Keep your child home with a fever, vomiting, diarrhea, or any symptom that would keep them from taking part in the school day. Rest protects your child and their classmates and teachers.

When can my child come back? When symptoms are improving and they have been fever-free for 24 hours without fever-reducing medicine.

What if my child gets sick or hurt at school? We will care for your child and contact you or your emergency contacts. A child sent home must be signed out in the office and released only to a parent, guardian, or authorized person.

If your child needs medical attention and we cannot reach you or your emergency contacts, the school will arrange appropriate care, including transfer to a medical facility if needed. Enrolling your child gives the school this authority when you cannot be reached. Our Lady's School is not responsible for the cost of medical care.

Communicable illness. Please notify the office when your child has a communicable illness (for example, chicken pox, measles, mumps, strep, whooping cough, pink eye, impetigo, ringworm, hepatitis, pinworms, head lice, or mononucleosis). We will alert other families if their children may have been exposed, while keeping your child's information private. Some illnesses require a doctor's or health department's clearance before returning.

Head lice. If a student is found to have head lice or nits, the family is called and the student sent home for treatment. The student may return once treatment is complete.

10.2 Medication at School

Aligns with WASC A5 · WCEA/NSBECS — Academic Excellence (Std 9) · California Education Code §§49423–49423.1

Whenever possible, medication should be given at home, before or after school. When a child must take medication during the school day:

- It must be prescribed by a California-licensed physician, dentist, nurse practitioner, or physician assistant.
- A completed “Authorization for Medication Administration” form — signed by both the prescriber and the parent or guardian — must be on file. A new form is required each school year.

- Prescription medication must be in its original pharmacy container, labeled with the student's name, medication name, prescriber's name, and dosage. Non-prescription medication must be in its original labeled container.
- All medication is brought to the office by a parent or guardian and stored there. Students may not use another student's medication.
- Students may carry and use inhalers or epinephrine (EpiPen) for emergencies when a signed authorization form is on file.
- Parents replace expired medication and pick up any remaining medication at year's end.
- School staff are not medical professionals; we do not diagnose or monitor how a medication is working. Please tell the office about any possible side effects.

10.3 Immunizations and Health Records

California Health and Safety Code §§120325–120375 · AB 277

California law requires students to be immunized to attend school, unless the student has a documented medical exemption written by a California-licensed MD or DO. The school keeps confidential immunization records for every enrolled student, as the law requires.

10.4 Allergies and Special Health Needs

Aligns with WASC A5 · WCEA/NSBECS — Academic Excellence (Std 9)

It is the parent's or guardian's responsibility to tell the school about your child's health needs, including:

- Allergies and the risk of severe reaction — for example, to foods, bee stings, or medications.
- Hypersensitivity reactions, physical limitations such as hearing or vision, or chronic illnesses.
- Any medication or device your child needs in an emergency, such as an inhaler or epinephrine auto-injector.

Severe allergies. For children at risk of anaphylaxis, families must provide the child's own in-date epinephrine auto-injector with a signed Authorization for Medication Administration form (see 10.2), so staff can act quickly. Our Lady's School does not stock epinephrine auto-injectors (EpiPens).

10.5 Vision Screening

Each year, the school partners with the UC San Diego Shiley Eye Institute to offer an optional on-campus vision screening. Students who need follow-up may receive a full eye exam during the school day through the UCSD EyeMobile at no cost, and one pair of eyeglasses is provided free for students who need them. Participation is optional, and all follow-up medical decisions remain with parents and their healthcare providers.

10.6 Counseling and Emotional Wellness

Aligns with WASC A4–A5 · WCEA/NSBECS — Academic Excellence (Std 9)

Our Lady's School cares for the whole child — *cura personalis*. We take a child's emotional well-being as seriously as academic growth, because a child who feels safe, known, and supported can learn at their best.

A school counselor supports students' social and emotional growth, and our teachers are trained to notice signs of stress and respond with care. The Examen — the Jesuit prayer of reflection — also builds self-awareness, gratitude, and the habit of naming feelings rather than carrying them alone.

If you have any concern about your child's emotional or mental health, please reach out to the school counselor or the Principal. When a child needs more support than we can provide, we will help your family connect with outside care. You are not alone, and reaching out early helps.

10.7 Child Protection and Mandated Reporting

California Penal Code §§11164–11174.3

The safety of every child comes first. All teachers, staff, and volunteers at Our Lady's School are mandated reporters. By law, they must report any suspected child abuse or neglect to the proper authorities.

10.8 Safety Drills and the School Safety Plan

California Education Code §32280

Each campus has its own Comprehensive School Safety Plan (CSSP), developed with parents, staff, administration, and local law enforcement. The plan is presented to families at a meeting in the first quarter; at other times, parents may make an appointment to review it with the Principal or a delegate. A summary is in Appendix C.

Fire, earthquake, and other drills are held throughout the year as required by the State. Everyone on campus during a drill takes part and follows staff directions. Both campuses have emergency equipment, including a LifeVac anti-choking device and an AED, and staff are certified in CPR and First Aid.

In an earthquake or other natural disaster:

- The school follows its written Comprehensive School Safety Plan.
- Students are released only to a parent, guardian, or listed emergency contact — no exceptions.
- The school communicates with local emergency services and cares for students throughout.
- Please do not call the school — phone lines must stay open for emergencies. Listen to local broadcasts for closure information.

During any emergency, children stay at school under their teacher's care until a parent or authorized adult (a listed Emergency Contact) arrives to sign them out.

SECTION 11

Student Conduct, Discipline, and Safety

Our code of conduct grows out of our mission: to give a quality education within our Catholic faith and tradition. Discipline at Our Lady's School is moral guidance, not punishment. It helps a child take responsibility, gain self-control, and grow in character — doing the right thing when no one is watching. Every student is expected to know the school rules and follow them, on and off campus. When a student does not, the school may respond with the steps in this section.

11.1 Purpose and Philosophy of Discipline

Aligns with WASC A1, C1–C3 · WCEA/NSBECS — Mission & Catholic Identity (Std 2); Academic Excellence (Std 9)

Each child is made in the image of God and deserves to feel safe, respected, and supported. Our approach rests on four ideas: clear expectations; fair, steady consequences; kind, firm adult guidance; and chances to repair harm and grow. When harm happens, we teach students to reflect: What happened? Why did it happen? How can I make it right?

Our Lady's School does not use corporal punishment.

11.2 Our Authority as a Private Catholic School

Aligns with WASC A2–A6 · WCEA/NSBECS — Governance & Leadership (Std 5–6)

Our Lady's School is a private, Catholic school. Enrolling a child here is a privilege, not a right, and staying enrolled depends on the student and family supporting the school's mission and rules. As a private religious school, we decide, in our own judgment, what behavior calls for discipline and whether a student stays enrolled. The examples in this section are not a complete list. The steps we describe are offered out of fairness and care, not as a legal right. When behavior is severe, the school may act at once, without warning, to keep everyone safe.

Where the Code of Conduct applies

1. On campus and on parish property at all times; and before and after school during supervision hours.
2. Going to and from school and school activities — on buses, in school carpools, and at every off-campus site.
3. During all school activities, athletic events, and field trips, on and off campus.
4. Online or off campus when the behavior affects school safety, learning, or a student's well-being.

Who is in charge of discipline?

The Principal — or the person the Principal puts in charge — is responsible for all student discipline in every setting above. All staff who supervise students act under the Principal's authority and report discipline matters to the Principal or designee.

11.3 Student Behavior Expectations

Aligns with WASC C1–C3 · WCEA/NSBECS — Academic Excellence (Std 9)

Students are expected to show Growth in Learning, Faith, and Service in every part of school life — to be respectful, responsible, safe, and of service in classrooms, hallways, bathrooms, the playground, the lunch area, on technology, in church, and at arrival and dismissal. Teachers review these expectations, and the specific rules below, with every class on the first day of school.

11.4 General Rules

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 9)

Respect. Be honest, courteous, and respectful to fellow students, staff, and visitors. Follow staff directions promptly. Keep hands and feet to yourself. Harassment and unacceptable language are not allowed. Gum is not allowed on campus.

Caring for our campus. Get permission before using school facilities, equipment, or materials. Take care of books and materials loaned to you. Keep the campus clean; marking walls, benches, or equipment is not allowed. Eat in the Lunch Area only.

Play and outdoor areas. Play fairly and take care of equipment. Rough or contact play — such as tackle football or hitting games — is not allowed, and games that leave other students out are not allowed.

Bathrooms and movement. Use the bathroom only when needed, leaving play equipment outside. Students may not enter a classroom without a teacher present; after dismissal, a staff member must go with a student to retrieve a forgotten item.

Devices. Personal electronic devices may not be used on campus or on field trips at any time. Students may ask to use the Front Office phone. Full technology and AI rules are in the Technology section.

11.5 Serious Behavior That Requires Immediate Parent Contact

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

These behaviors require immediate parent contact and may lead to serious consequences, up to suspension or expulsion:

- Fighting, provoking a fight, verbal abuse, violence (such as hitting or biting), or causing emotional harm to any person.
- Theft of, or damage to, property of the school, a student, a visitor, or staff. Students make restitution for damage to school property (see 11.13).
- Using vulgar or unacceptable language, spoken or written.
- Leaving campus during the day without permission.
- Disturbing classes so that others are unfairly kept from learning.
- Bullying or harassment of any kind, including cyberbullying (see 11.8).
- Having, selling, giving away, using, or being under the influence of drugs or harmful substances on school grounds, at school functions, or where the school is directly involved. State law forbids a minor from having or using cigarettes or vaping products.
- Having dangerous items such as firearms, knives, or other dangerous weapons, look-alikes, fireworks, handcuffs, and the like.

11.6 Progressive Discipline Framework (the Tiers)

Aligns with WASC A3–A4 · WCEA/NSBECS — Academic Excellence (Std 9)

We use four tiers so families know what to expect. The tiers show the level of response; the restorative practices in 11.18 are the steps we take within them. The Quick Reference Chart in 11.7 shows how we apply these tiers to common behaviors.

Tier 1 — Classroom Supports: reminders and reteaching; reflection; parent contact.

Tier 2 — Administrative Supports / Behavior Contract: office referral; parent contact or meeting; loss of privileges; detention (see 11.10). A Behavior Contract is a written plan for repeated or serious behavior; it sets clear goals, names supports, and makes a shared record among teacher, student, and parents (see 11.18).

Tier 3 — Suspension: used only for serious or repeated misbehavior (see 11.11).

Tier 4 — Expulsion: used when behavior threatens safety or badly disrupts the school (see 11.12).

For a student with a documented learning or behavior support plan, the Principal considers that plan when deciding consequences.

11.7 Discipline Quick Reference Chart — How We Apply the Tiers

Aligns with WASC C1–C3 · WCEA/NSBECS — Academic Excellence (Std 9)

This chart shows how the four tiers in 11.6 are applied to common behaviors. It is a general guide: the Principal sets the actual consequence based on the student's age, intent, safety, and pattern of behavior. Ranges (for example, Tier 3–4) mean the response depends on how serious or repeated the behavior is.

Tier	Behavior and examples	Possible consequences	Restorative practice
1	Minor misbehavior — talking out of turn; class disruption	Verbal warning; reteaching	Quick reflection: what happened, and how to fix it
1–2	Cheating or dishonesty — copying, plagiarism, AI misuse	Redo work; detention; parent meeting	Re-do work; honesty reflection
1–2	Misuse of technology — unapproved sites; recording without permission	Loss of device privileges; detention	Digital-citizenship lesson; apology
2	Disrespect or defiance — repeated rule-breaking	Detention; loss of privileges	Conflict resolution; apology
2–3	Serious or repeated misbehavior — vulgar language	Behavior contract; possible suspension	Reflection; parent meeting
2–3	Theft or property damage — stealing; vandalism	Pay to repair damage; suspension	Repairing harm; apology

Tier	Behavior and examples	Possible consequences	Restorative practice
3	Leaving campus without permission	Suspension	Re-entry meeting; safety review
2–4	Harassment or bullying — discrimination; cyberbullying	Investigation; suspension; possible expulsion	Mediation (when safe); support plan
3–4	Violence or threats — fighting; aggression; threats of harm	Immediate parent contact; suspension; possible expulsion	Safety plan; counseling support
3–4	Drugs, alcohol, or vaping — possession or use	Suspension or expulsion; police may be called	Safety plan; counseling referral
3–4	Weapons or dangerous items and look-alikes — knives, firearms, fireworks	Suspension or expulsion; police called	Immediate safety action

11.8 Bullying, Harassment, and Discrimination

Aligns with WASC A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Our Lady's School affirms the dignity of every student, made in the image of God. Consistent with the Diocese of San Diego Statement of Non-Discrimination (Appendix A), the school does not tolerate bullying, harassment, or discrimination on the basis of race, color, national or ethnic origin, age, sex, or disability.

Definitions

- **Bullying:** repeated, unwanted aggressive behavior involving a real or perceived power imbalance — physical, verbal, social, or electronic — meant to harm, intimidate, control, or exclude another person.
- **Cyberbullying:** bullying through digital means — texts, apps, social media, gaming, or email — including sharing or posting harmful, private, or humiliating content.
- **Discrimination:** treating a person unfairly because of a characteristic protected in Appendix A.
- **Harassment:** unwelcome conduct toward a person because of a characteristic protected in Appendix A (or another personal characteristic) that is severe or repeated enough to disrupt the person's learning or create a hostile, offensive, or threatening environment. This includes unwelcome conduct or comments of a sexual nature.
- **Hazing:** any act expected of a person to join or stay in a group that humiliates, degrades, or risks physical or emotional harm — even if the person agrees to take part. Hazing is not allowed.
- **Retaliation:** punishing, threatening, or excluding a person for reporting a concern in good faith or for taking part in a review. Retaliation is not allowed.

Reporting and investigation

- Report to a teacher or directly to the Principal's office. A teacher who receives a report does not investigate; he or she sends it to the Principal or designee the same day.
- Any student, parent, or staff member may report a concern, and we look into reports promptly and privately.
- A charge by itself does not prove wrongdoing, but confirmed harassment leads to discipline, up to expulsion. Filing a knowingly false charge also leads to discipline.
- If there is reasonable suspicion, the accused student's parents may be asked to take the student home while the matter is reviewed.
- No one may retaliate against a person who reports a concern in good faith.

The Principal or designee is the only person who investigates a discipline or bullying concern. Parents may not contact other parents, families, or another family's children about such a matter — in person, by phone, text, chat group, or social media. Doing so gets in the way of a fair review, may itself be harassment, and breaks community trust.

Using group messaging to criticize the school or confront another student or family may be subject to the Withdrawal on Grounds of Parent Conduct policy (see 11.16).

Report cyberbullying to an administrator right away; discipline may follow even when it happens off campus.

11.9 Threats and Immediate Safety

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Every student threat of harm to self or others is taken seriously; protecting students and staff comes first. When a threat is reported:

1. Whoever hears of the threat tells the Principal at once.
2. The student is kept apart, in the Principal's office, under supervision, until police and parents arrive.
3. Using recognized school-safety guidelines, the Principal decides whether police are called at once.
4. The parents of the student who made the threat — and the parents of any named target, and any named adult — are called at once.
5. A professional clearance may be required before the student returns.

11.10 Detention

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 9)

Detention is a planned time to stop, reflect, and make better choices — never a surprise. A student stays after school to finish work, reflect, or complete a project after breaking a school rule. It may be given for disrespect, repeated missing homework, repeated lateness, or breaking school rules.

- **When.** Fridays, 3:00–4:30 p.m., in the assigned room; students go straight there at dismissal.
- **Notice.** The teacher or office notifies you by phone or in writing at least one school day before, with the date, reason, and pick-up time.

- **Rescheduling.** If a parent contacts the office a day before, detention may be moved one time for a serious reason (illness, family emergency, or a time conflict).
- **Missed detention.** Missing detention without a good reason leads to another detention and a meeting with the parents, teacher, and Principal.
- **Grades.** Detention is a behavior step, not a grade; it is noted in the student's file to spot patterns but does not lower academic grades.

11.11 Suspension

Aligns with WASC A3, A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Suspension is used in serious cases, or when a student keeps breaking rules on purpose. A suspended student may not take part in any school activity — including sports and weekend or holiday events — during the suspension.

In-school suspension (ISS) means the student stays on campus but works apart from their class in a supervised setting, with lunch and recess separate from their class.

Out-of-school suspension (OSS) is for serious safety incidents or after other steps have been tried, with schoolwork provided.

A student may be suspended for a violent fight, degrading language toward a person or group, leaving campus without permission, having a harmful object, theft or dishonesty, or persistent defiance (see 11.7).

The OLS Suspension Process

1. Tell the student clearly what he or she did, and listen to the student's side before deciding.
2. Notify the parents by phone or in writing. Give the reason, the length, and (for OSS) how to return, and keep a copy in the file.
3. Provide schoolwork. For OSS, we ask parents' support so the suspension is a time of serious reflection.
4. Hold a short re-entry meeting before the student returns (see 11.26).

The Principal makes the final decision. The Pastor is the avenue of appeal.

11.12 Expulsion

Aligns with WASC A3, A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Expulsion is the most serious step — used for very serious misbehavior that calls for immediate dismissal, or for repeating behavior that already led to suspension. We follow the same clear process every time.

The OLS Expulsion Process

1. **Document the conduct** — dates, statements, evidence, and any steps already tried.
2. **Notify the family in writing**, naming the specific behavior, and invite the parents and student to a meeting. (If safety is a concern, the student may stay home on suspension while the process runs.)
3. **Meet and listen** — let the family tell their side fully before any decision. So that we can speak openly and pastorally, the school does not meet with a parent or guardian who is accompanied by an attorney or third parties.
4. **No decision is rendered at that meeting.** The Principal consults the Pastor before reaching a decision.

5. **Put the decision in writing** — the specific grounds, the start date, and the right to appeal to the Pastor.
6. **Keep the file** — every notice, note, and signature in the student's record.

Grounds for expulsion include: grave harm to the moral or spiritual welfare of others; a habit of disruptive behavior that blocks the class's progress; damage to or theft of property; causing or threatening physical injury (see 11.9); possession or sale of weapons, drugs, or intoxicants; possession or use of tobacco or vaping products; an obscene act or habitual profanity; disrupting school activities or defying authority; and hazing (see 11.8).

For administrative Withdrawal decisions based on a parent's conduct rather than a student's, see 11.16.

11.13 Restitution for Damage to School Property

Aligns with WCEA/NSBECS — Operational Vitality (Std 12)

When a student willfully damages or does not return school property, the school may — after giving the student due-process rights — hold the student's grades, diploma, and transcripts until the family pays for the damage or returns the property. When a family cannot pay or return the property, the school offers the student voluntary work in place of payment; when the work is finished, the records are released.

11.14 Raising a Concern About a Discipline Decision

Aligns with WCEA/NSBECS — Governance & Leadership (Std 6)

Raise a concern right away so it does not fester. Start with the teacher. For discipline, bullying, harassment, or safety, the teacher sends the matter promptly to the Principal or designee, who investigates and decides (see 11.8). If it is not resolved there, the avenue of appeal is the Pastor. Please bring these concerns to the teacher or the Principal's office, never to other families. To appeal a suspension or expulsion, see 11.11 and 11.12.

11.15 Parent Partnership and Conduct

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

A respectful partnership between home and school is key to a child's success. Parents are asked to communicate respectfully, support school policies, and work with staff. Normally, a child is never penalized for a parent's actions. In rare cases, though, a parent may so refuse to cooperate — or interfere so much in school administration or discipline — that it greatly reduces the school's ability to serve that family's children or others.

Meetings about a student or a concern are between the family and the school. So that we can speak openly and pastorally, the school does not meet with a parent or guardian who is accompanied by an attorney or third parties.

11.16 Withdrawal on Grounds of Parent Conduct

Aligns with WCEA/NSBECS — Operational Vitality (Std 13)

A child is not disciplined for a parent's actions. This is an enrollment decision, not student discipline. The school may end a family's enrollment if a parent's behavior threatens the safety of students, staff, or families; undermines the school's Catholic mission; keeps staff from doing their jobs; creates a hostile or disruptive environment; or uses chat groups, group texts, or social media to raise or escalate discipline or bullying concerns instead of contacting the school directly (see 11.8).

Process. If cooperation is not restored, the Principal may require the family to withdraw the child, following the same steps used for expulsion (see 11.12).

11.17 The Principal's Authority and the Role of Coaches

Aligns with WASC A2 · WCEA/NSBECS — Governance & Leadership (Std 6)

The Principal has final responsibility for all discipline and safety decisions and may change, speed up, combine, or skip the usual steps when a student's safety or the orderly running of the school calls for quick action. The Principal may waive any disciplinary rule for just cause.

Coaches and athletic staff lead team play and conduct during practices and games. All other behavior matters belong to the Principal or designee. Coaches do not give school discipline on their own; when a coach sees behavior that may need it, the coach reports it promptly to the Principal or designee.

11.18 Restorative Practices at Our Lady's School

Aligns with WASC A3–A4 · WCEA/NSBECS — Mission & Catholic Identity (Std 2); Academic Excellence (Std 9)

The tiers in 11.6 and 11.7 are the levels of response; restorative practices are the steps we take within them. Discipline is always paired with support — which may include counseling, social-emotional learning, restorative conversations, learning supports, and referrals. We always try the least restrictive response that truly addresses the behavior.

- **Teacher-level correction.** Most issues are handled by the teacher — a quiet word, a seat change, or a short cool-down. Teachers record significant incidents.
- **Administrator involvement.** If behavior continues or is more serious, the student is sent to the Principal and families are contacted. Together we make a plan — a parent conference, a behavior contract, a restorative conversation, a counseling referral, or restitution.
- **In-school and out-of-school suspension.** Used for serious safety incidents or after other steps have been tried (see 11.11). Families are always told before or as it begins.

We will not suspend for minor defiance without first trying restorative correction. We ask families to treat our call as a partnership, support accountability and making amends at home, and right away bring any concerns about how something was handled to the Principal directly.

Our Catholic identity and discipline. The Sacrament of Reconciliation teaches that wrongdoing can be named, forgiven, and repaired, and that a person is not defined by their worst moments. We hold students accountable because we believe they can do better, and we stay in relationship because no child should be discarded.

11.19 Attendance and Discipline

Aligns with WCEA/NSBECS — Academic Excellence (Std 9)

The full attendance and tardy policy — how to report an absence, excused and unexcused absences, bell times, and the chronic-absence steps — is in the Daily Life and School Routines section. When tardiness or absence becomes willful and repeated, it may also be handled through the discipline steps in this section.

11.20 Academic Integrity and Honesty

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 8); Mission & Catholic Identity (Std 2)

Honesty is a core Catholic and Jesuit value. Every student is expected to turn in work that is truly his or her own. Academic dishonesty includes copying (or letting your work be copied), plagiarism, using AI tools without the teacher's permission, cheating on tests, and forging a signature.

Consequences range from redoing the work, to a failing grade on the assignment, to detention or a parent conference, depending on how serious and how often it happens; repeated dishonesty may lead to a behavior contract or suspension. Teachers teach the responsible, allowed uses of technology and AI as they are introduced, set to each student's age and grade.

11.21 Mandated Reporting

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9) · CA Penal Code §§11164–11174.3

All Our Lady's School staff are mandated reporters under California law. Any staff member who reasonably suspects that a child has been abused or neglected must report it right away; no one can waive this duty. Reports go to Child Protective Services and, when needed, to law enforcement. Staff do not investigate or confirm abuse before reporting — reasonable suspicion is the standard. Mandated reporting is an act of care for children, part of our commitment to the safety and dignity of every child.

11.22 Search and a Safe Campus

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

To keep campus safe, the Principal or designee may search a student's backpack, belongings, or school-issued device when there is reasonable cause to believe the student has an item that threatens safety, breaks a school rule, or is against the law. A search is done by an administrator of the same sex as the student when possible, with a witness present, and parents are told. Items that are illegal, dangerous, or against school rules may be taken and, when required, given to law enforcement. There is no expectation of privacy for items brought onto school property or stored on school devices.

11.23 Recording, Social Media, and Privacy

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 9)

Online conduct — texting, social media, gaming, and messaging — falls under school authority when it harms a student, disrupts learning, threatens safety, or harasses anyone; discipline may follow even when it happens off campus. To protect privacy:

- Students may not record or photograph other students or staff on campus or at events without a teacher's or administrator's permission.
- Posting images or recordings of others without permission is not allowed and may lead to discipline.
- The school's own photos and video are governed by the Media Release signed at enrollment.

11.24 Gang and Dangerous Group Activity

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Belonging to, taking part in, or being connected with any gang or group that uses violence or breaks the law is against our mission and is not allowed — including showing gang signs, symbols, or colors; pressuring others to join; bringing gang-related materials or graffiti onto campus; or threats or acts of violence tied to gang activity. Violations may lead to immediate suspension or expulsion and a report to law enforcement. Any student or family facing pressure or danger is invited to speak privately with the Principal or a trusted staff member; we respond with pastoral care and, when needed, connect the family with community resources.

11.25 How Students Can Report Concerns

Aligns with WASC A5–A6 · WCEA/NSBECS — Academic Excellence (Std 9)

Every student deserves to feel safe. If you see something that does not feel right — bullying, a threat, someone being hurt, or anything that worries you — tell a trusted adult right away. You will not get in trouble for reporting a concern in good faith. You can report to your teacher, Fr. Mike (Chaplain), the Principal's office, or any staff member you trust — in person, by note, or by asking a parent to call. You may ask to stay anonymous. Every report is taken seriously.

11.26 Returning to School After a Suspension

Aligns with WASC A3–A4 · WCEA/NSBECS — Academic Excellence (Std 9)

We hold a short, structured re-entry meeting for every student returning from an in-school or out-of-school suspension. It includes a review of the incident and the student's reflection; a restorative conversation with those affected, when safe; a clear behavior agreement signed by the student, parent, and an administrator; any added supports (counseling, check-ins, a modified schedule); and a warm welcome back. The goal is not to drag out the consequence but to help the student return with clarity, accountability, and support.

11.27 Restorative Discipline and Peer Support

Aligns with WASC A3–A4 · WCEA/NSBECS — Mission & Catholic Identity (Std 2); Academic Excellence (Std 9)

When a conflict affects a group or a whole classroom, we use restorative circles and peer support alongside one-on-one conversations. A circle brings the students involved together with a trained adult to share perspectives, name the harm, and agree on steps to repair relationships; circles are voluntary and used only when everyone feels safe enough to take part honestly.

11.28 Annual Review and Supersession

Aligns with WASC A2 · WCEA/NSBECS — Governance & Leadership (Std 6)

The Principal reviews this discipline policy each year with the Pastor and school leadership, updating it to reflect changes in law, diocesan policy, accreditation standards, and community needs. This 2026–2027 edition replaces all earlier versions; if an older notice says something different, this handbook governs. We will tell families in writing about any important change made during the year.

11.29 Questions Families and Students Often Ask

Aligns with WCEA/NSBECS — Operational Vitality (Std 13); Governance & Leadership (Std 6)

These quick answers cover the questions we hear most. For the full rule, see the subsection listed.

My child left something in the classroom after dismissal. Can they go back for it?

Yes, but a staff member must go with them; students may not enter a classroom alone (see 11.4).

The school collected my child's phone or smartwatch. How do I get it back?

A parent or guardian picks it up from the Front Office at the end of the day; collected devices are returned to a parent, not the student.

Will my child fall behind during a suspension?

No. We send schoolwork, your child may make it up, and we hold a short re-entry meeting to help your child return well (see 11.26).

Can my child go on the field trip or play in the game while suspended?

No. A suspended student may not take part in any school activity, including sports and weekend or holiday events, during the suspension (see 11.11).

I do not agree with a consequence. Who do I talk to?

Start with the teacher, then the Principal. Please do not contact other families. A suspension or expulsion may be appealed to the Pastor (see 11.14).

How are consequences decided? Are they the same for everyone?

We use the chart in 11.7 as our guide; the Principal then considers the child's age, what happened, safety, and past patterns, so consequences are fair and steady.

Does a detention or suspension go on a permanent record?

These behavior steps are kept in your child's school file to help us support your child. They are not part of the permanent academic report card or transcript.

What counts as a “weapon” or a “look-alike”?

Any firearm, knife, or other dangerous weapon — and any toy or item made to look like one. Even look-alikes are not allowed (see 11.5 and 11.12).

My child is being bullied. What should I do?

Tell the teacher or the Principal's office right away. Please do not contact the other family. We will look into it promptly and privately (see 11.8).

Can my child bring a smartwatch or earbuds?

They must be turned off and given to the teacher at the start of the day; they may not be used during school.

Do you use corporal punishment?

No. Our Lady's School never uses corporal punishment (see 11.1).

Can I bring an attorney or another person to a discipline meeting?

Meetings about a student are between the family and the school; so that we can speak openly and pastorally, we do not meet with a parent accompanied by an attorney or third parties (see 11.15).

Are consequences adjusted for a child with a support plan?

Yes. For a student with a documented learning or behavior support plan, the Principal considers that plan when deciding consequences (see 11.6).

SECTION 12

Technology

Technology is a tool that serves learning and the growth of the whole child. This section explains how we use it well — our phone-free school, our rules for devices and the internet, and our approach to artificial intelligence (AI). It is written for our teachers, staff, parents, and students together.

12.1 Technology in Service of Learning

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 7); Operational Vitality (Std 12)

At Our Lady's School, technology serves learning — it never replaces it. We teach students to use it wisely, safely, and kindly, in keeping with our Catholic and Jesuit values. We want children to be the masters of their tools, not the other way around.

12.2 A Phone-Free School

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 9)

Our Lady's School is a phone-free school. This helps students focus, listen to their teachers, and connect with friends face-to-face. California schools are moving this way, and we believe it is best for children.

How it works

- Personal devices — phones, smartwatches, tablets, and the like — may not be used on campus or on field trips, at any time. We recommend leaving them at home.
- If a device comes to school, it must be turned off and given to the teacher at the start of the day, and it is returned at pickup.
- If a device is used or seen during the day, it is collected and kept in the office until a parent picks it up.
- The school is not responsible for any device that is lost, stolen, or damaged.
- For emergencies and after school, students may ask to use the Front Office phone.

12.3 Using School Devices and the Internet

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 9)

Students use school devices and the internet only for schoolwork and approved activities:

- Use school devices and the internet for schoolwork and approved sites only.
- Do not visit unapproved sites, download unapproved programs, or share passwords.
- Treat all devices with care.

To keep students safe, Our Lady's School uses internet filtering and monitoring (Blocksi) on school devices and networks. There is no expectation of privacy on school devices or networks.

12.4 Artificial Intelligence and Technology Policy

Aligns with WASC A3 · WCEA/NSBECS — Academic Excellence (Std 8, 9); Mission & Catholic Identity (Std 2); Operational Vitality (Std 13)

Artificial intelligence (AI) means tools like chatbots that write text or make pictures. AI can get in the way of real learning: when it gives quick answers, children stop thinking for themselves and the skills they need do not grow. For this reason, students and staff at Our Lady's School do not use AI for schoolwork or teaching.

What the Church teaches about AI

Pope Leo XIV asks schools to help children think for themselves, keeping the human person at the center. At this age, real learning comes from people — teachers, classmates, and family. High school is the right time to begin learning to use AI wisely.

What the American Academy of Pediatrics (AAP) says about AI

The AAP — the national group of children's doctors — has studied how AI affects children. In brief:

- AI can help with learning and creativity, but it also carries real risks — wrong information, loss of privacy, and children treating AI like a real friend.
- Young children are most at risk; too much AI can slow their growth in thinking, social skills, and feelings.
- The effect depends on age — younger children need clearer limits and adult guidance.
- Children should learn to think for themselves first, and use AI only with an adult's help and a careful, questioning mind.

This supports our approach: at this age, real learning comes from people, and students build their own skills before using AI.

Our rules for students

1. Do not use AI tools — like chatbots or image makers — for schoolwork.
2. Doing your own work is part of being honest (see Section 11.20).
3. If you see an AI feature while working, do not use it — tell your teacher.
4. Never type private information — like your name, address, or photo — into an AI tool.

Being kind and safe online

At school or at home, we act online the way we do in person — kind, honest, and respectful.

- Be kind online. Bullying is never allowed (see Section 11.8).
- Respect privacy. Do not record, photograph, or post other students or staff without permission (see Section 11.23).
- Think before you share. Once something is online, it is hard to take back.

This technology and AI policy is reviewed each year as tools and guidance change.

Appendix A — Annual Legal Notices

Provided to families each school year.

Our Lady's School provides these notices to families each year, as required by law or for transparency. Questions may go to the school office.

Statement of Non-Discrimination.

The Catholic schools in the Diocese of San Diego, mindful of their mission to be witnesses to the love of Christ for all, admit students of any race, color, and national and/or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. The Catholic schools in the Diocese of San Diego do not discriminate on the basis of race, color, and national and/or ethnic origin, age, sex, or disability in the administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Appendix B — Custody and Student Records

B.1 Access to Records. Parents and legal guardians may inspect their child's records in the presence of the principal or a delegate. Submit a written request to the school office, and the school will respond promptly.

B.2 Release of Records. Official transcripts are sent directly to a receiving school by a school official — never given to parents or students to hand-deliver. Records for a transferring student are released once all financial obligations are met.

B.3 Directory Information Protected. The school does not provide student or family information for commercial purposes.

B.4 Challenging the Content of Records. A parent or guardian who believes a record is inaccurate may request a correction. Such challenges concern the accuracy of recorded data, not academic grades, and are handled at the school level.

B.5 Custody and Marital Arrangements. Parents must notify the school in writing of any change in marital or custodial arrangements. Separated or divorced parents must

file a court-certified copy of the custody order with the office. Without a court order on file, the school treats both parents as having equal rights to the child and to school communication. The school stays neutral in custody disputes and cannot honor arrangements it has not received in writing. The school may not be used to exercise visitation rights. (See Sections 4.5 and 8.9.)

Appendix C — Comprehensive School Safety Plan (Summary)

California Education Code §32280 et seq.

Each campus maintains a Comprehensive School Safety Plan (CSSP), developed with parents, staff, administration, and local law enforcement. It is reviewed and updated each year and presented to families in the first quarter. Parents may review the full plan by appointment with the principal.

The plan addresses, among other things:

- Emergency procedures for fire, earthquake, and other hazards;
- Lockdown and evacuation procedures;
- Student release and family reunification;
- Communication with families and authorities during an emergency.

During an emergency, students remain under staff supervision and are released only to a parent, guardian, or person named on the student's emergency card. To keep phone lines open, families should not call the school during an emergency; watch for official messages and listen to local emergency broadcasts. (See Section 10.8.)

Appendix D — Capital Improvements

Aligns with WASC A5, C1 · WCEA/NSBECS — Operational Vitality (Std 12)

Recent renovations, funded in large part by a generous gift from Shea Family Charities, strengthened both campuses and renewed our commitment to safe, high-quality learning spaces.

In Summer 2023, the Fr. Brown Campus (744 Beardsley Street) had classrooms renovated, new air-conditioning and heating units installed, and a new play structure with a bouncy surface for our youngest students. At the North Campus (650 24th Street), renovations added a Math/Science Lab, 54 acoustical panels, and new plumbing. Security and safety upgrades were completed at both sites.

These improvements give us bright, safe spaces for Growth in Learning, Faith, and Service.

Appendix E — The Story of Our Lady's School

The Neighborhood That Made the School

Beginning around 1910, thousands of Mexican families fled the violence of the Mexican Revolution and the anti-Catholic persecution that followed. Most crossed the border with

little more than their faith and settled in the southern part of Our Lady of Angels Parish — the streets that became Barrio Logan and Logan Heights. They arrived as strangers and exiles, and in time, by the grace of God, they built a community.

Our school was born to serve them. Its whole history is really one story: the Church choosing, again and again, to stand with the poor and welcome the newcomer.

Our Lady of Angels School (1912)

In 1905, the Reverend William Quinlan was sent to build San Diego's second Catholic parish. He laid the cornerstone of Our Lady of Angels Church in 1906 and, in 1912, opened Our Lady of Angels School for the neighborhood's working and immigrant families. To teach, he called on the Sisters of St. Joseph of Carondelet — a French community founded in 1650 and long devoted to educating immigrant children. The school's 1922 building at 650 24th Street, today our North Campus, has welcomed students for more than a century.

La Purísima Mission: A People Fleeing the Mexican Revolution (1917)

As more families arrived, the parish opened La Purísima Mission in 1917, at Kearney Avenue and 19th Street, cared for by Fathers Lynch and McMahon — a haven where the sacraments and the faith were offered in Spanish, the language of home. In 1921, Bishop John J. Cantwell of Monterey–Los Angeles raised the mission to a full parish: Our Lady of Guadalupe, the Mexican national parish of San Diego. Under its first rector, Father Juan Coma, a church rose on Kearney Avenue, and Bishop Cantwell dedicated the present church at 1770 Kearney Avenue in 1931. Our Lady of Guadalupe became the beating heart of the city's Mexican Catholic community — where its faith, culture, and dignity were protected and celebrated.

The Jesuits Arrive — Our Lady of Guadalupe School (1946)

In 1939, Bishop Charles F. Buddy, the first Bishop of San Diego, entrusted the parish to the Society of Jesus. The Jesuit pastors Benjamín P. Silva, S.J., and Julio Vértiz, S.J., arrived the following year.

Who are the Jesuits? The Society of Jesus was founded by St. Ignatius of Loyola in 1540. Ignatius taught his companions to find God in all things and to let their faith do the work of justice — to stand with the forgotten, see Christ in the poor, and form young people to live for others. That was the spirit the Jesuits carried into Barrio Logan.

In 1946 they opened Our Lady of Guadalupe School and asked the Sisters of St. Francis of Philadelphia — a community founded in 1855 to serve the poor and the immigrant — to teach. Many had themselves crossed an ocean to reach this work: in every sense, immigrants serving immigrants.

Fr. Richard H. Brown, S.J. — El Padrecito del Barrio

No one shaped Our Lady's School more deeply than Fr. Richard H. Brown, S.J., pastor of Our Lady of Guadalupe from 1968 to 2005. He believed with his whole heart that the parish and school belonged to the people of the barrio.

Adela García — a lifelong parishioner and former CYO Queen whose first job was at the school — remembers what that belief looked like. During the 12-day Chicano Park

occupation of 1970, Fr. Brown unlocked the classrooms so protesters would have a safe, warm place to sleep. For him it was never political, only pastoral — the plain duty of a shepherd to his people. He called the parish and school “tu casa en el barrio,” your home in the neighborhood, and meant every word.

The neighborhood never forgot him. At his funeral in 2021, more than 150 lowriders rolled slowly past the church in his honor, and in 2023 the low-rider car clubs dedicated a Chicano Park mural to his decades of quiet, faithful love.

The Merger of 1973: A Homecoming

In the 1960s and 70s, the building of Interstate 5 and the rezoning of the neighborhood for industry scattered families and drove enrollment down. Both schools faced closing. Rather than lose them, the two parishes and the Diocese united them in 1973 as Our Lady's School.

It was a homecoming. Our Lady of Guadalupe had begun decades earlier as a mission of Our Lady of Angels; now, fifty-six years later, the two branches of one family were joined again. Our school still carries the roots and charisms of both — the Sisters of St. Joseph of Carondelet, the Sisters of St. Francis of Philadelphia, and the priests and bishops who built them. Every child who walks through our doors inherits all of it.

Our Tradition Continues

Today, Our Lady of Guadalupe Parish remains the spiritual center of San Diego's Mexican Catholic community. Each December 12, thousands gather for the county's largest celebration of Our Lady of Guadalupe. Through the Pope Francis Center and its welcome of immigrants and newcomers, the parish still lives the mission it was born for — and our school carries that mission into every classroom.

“Our tradition and our reputation are set. We are an immigrant parish.”

— Fr. Scott Santarosa, S.J., Pastor, Our Lady of Guadalupe Parish

Appendix F — Jesuit Heritage in Mexico and California

Aligns with WCEA/NSBECS — Mission & Catholic Identity (Std 2)

The Society of Jesus has taught and served in this borderland for more than four centuries. Jesuits opened some of the first universities in the Americas, and in 1697 they founded Loreto in Baja California — the first lasting mission in the Californias and the seed of the mission chain that would later reach Alta California. From that beginning, Jesuit schools and missions spread across Mexico and up into California. Our Lady's School belongs to that long, unbroken story: a Jesuit school on the San Diego border, formed in the same tradition that built the missions of Baja California and the oldest universities of the New World — strong in faith and learning, and devoted to immigrant and working families on both sides of the border.

Year & Place	Milestone
1540 · Rome	St. Ignatius of Loyola founds the Society of Jesus.

Year & Place	Milestone
1572 · Mexico City	The first Jesuits reach New Spain and open the Colegio de San Pedro y San Pablo, a great center of learning in the Americas. Its building still stands.
1697 · Loreto, Baja California	Fr. Juan María de Salvatierra, S.J., founds the first lasting mission in the Californias — beginning the mission chain that would later extend into Alta California.
1851 · Santa Clara, California	Jesuits found Santa Clara University, California's oldest university.
1912 · San Diego	Our Lady's School is founded — today San Diego's oldest Catholic TK-8 school.
1943 · Mexico City	Jesuits found Universidad Iberoamericana, now a leading Mexican university.
Today · Tijuana	Just across the border, Jesuits lead the Universidad Iberoamericana, Colegio Ibero, and Casa Manresa de Oración (Retreat House).
Today · California	Jesuits lead universities, high schools, and parish schools across the state.
Today · San Diego	Our Lady of Guadalupe Parish, the Jesuit parish of San Diego, sponsors Our Lady's School.